

An Educator's Guide

**to Develop and Implement
the EEDA Curriculum Framework and
Individual Graduation Plan**

How EEDA Works for South Carolina

The Vision

The Role

Implementation

And More!



**Personal
Pathways**



To Success



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Personal Pathways to Success

Understanding the Personal Pathways to Success Initiative

■ The Vision

South Carolina schools face many challenges as they work to prepare students for living productive lives in the global 21st century. In order for students to be successful, schools must provide curriculum that is challenging, relevant, and that motivates students to become lifelong learners. It must set high standards for all students and include courses that prepare all for postsecondary education at some level, as well as provide preparation for satisfying professions. The initiatives described in this manual are designed to meet this broad goal as well as to achieve outcomes such as the following:

- Encourage schools to increase the rigor of curricular offerings
- Improve academic performance of students
- Reduce the achievement gap between the lowest and highest achievers
- Improve attendance rates
- Reduce discipline problems
- Lower the high school and postsecondary dropout rate
- Provide incentives for recognition of student success
- Increase enrollment in honors classes
- Develop skills for success in the workplace
- Create a safe and orderly learning environment in schools

The Education and Economic Development Act (EEDA) of 2005 was crafted and turned into legislation in order to provide the infrastructure to support the realization of this



ambitious vision. The implementation of this legislation has been named Personal Pathways to Success. The concept of planning ahead is at the core of the legislation and the specific implementation tools that have flowed from it. The expected outcome of individual student planning is the potential to move seamlessly from middle school to high school to postsecondary education and then to the workplace, continually guided and informed by a personally developed document called an Individual Graduation Plan (IGP). In order to reach this outcome, institutions of higher education and employers must also participate actively in the initiatives described in this document.

■ The Role of the Education and Economic Development Act (EEDA) of 2005 in Realizing the Vision

The EEDA was written and passed by the South Carolina legislature to create the context and infrastructure needed by schools to implement changes from kindergarten through postsecondary education in support of the vision stated above. The provisions of this legislation define some basic principles of this context, as follows:

- Each student has the right and responsibility to be assisted in the informed development of a plan that guides his or her academic development from the middle school years through postsecondary education. This plan is to be called the Individual Graduation Plan (IGP). The IGP is to include the student's selection of core academic courses; the selection of one or more specific clusters of study; selection of major; and postsecondary goal(s) related to type, level, and specialty of postsecondary education. Research documents that having a plan, though it may be modified often, not only motivates students to take control of their own lives, but also contributes significantly to making education relevant and reducing dropout rates at both secondary and postsecondary levels.
- In order to support appropriate planning by both students and school administrators, curricular offerings must be organized within meaningful clusters. These curricular plans, or templates, must contain both the core academic courses needed for high

school graduation and entrance to postsecondary options and courses that prepare students for work in specific areas in which there is a job demand.

- In order to provide the opportunity for students to follow a personal plan seamlessly from secondary and postsecondary education to work, the higher education community and employers must participate in the development of this curricular system. Their participation can ensure that students have a meaningful sequence of courses and that they have the skills needed to enter the workplace or postsecondary study.
- In order for students and parents to receive the instruction and support that they need to develop informed IGPs, the ratio of students to counselors must be reduced. Some tasks that professional school counselors have assumed in the past must be delegated to paraprofessionals who receive appropriate training to carry out these responsibilities.

Many implications flow from these four basic principles. A few of the most important are highlighted here:

- Secondary curriculum must be reviewed, revised, and organized around clusters that have relevance both for educational offerings (high school courses and postsecondary majors) and for related professions.
- Rigorous core academic courses will be mandated for all high school students.
- By the 10th grade, students must make a tentative selection of a major, an area of academic focus consisting of electives that relate to preparation for postsecondary plans. The courses that relate to that major will include those required for high school graduation, those required for entry into postsecondary education, and electives that relate directly to careers for which there is job demand in South Carolina and in today's global market.
- Each student will develop an IGP that lists the academic courses required both for graduation and for entry into postsecondary education. It will also include courses that he or she plans to take in high school related to the selected major and may include tentative plans for continuation into postsecondary education. This plan will be reviewed at least once annually, and the student and his or her parent(s), guardian(s), or representative may modify it as desired.



- Students will receive the support of professional counselors in developing their IGPs with the inclusion and sign-off of parents, guardians, or an appointed representative within the context of an interview. Results of interest, skills, and academic achievement assessments will be used in this process. At-risk students will receive specialized intervention.
- The academic plan of study will be supplemented by the selection of activities such as internships, job-shadowing, and informational interviewing that will support and expand the learning gained through classroom instruction.
- Purposeful effort will be expended to develop articulation agreements between high schools and postsecondary education institutions to facilitate dual enrollment and the transfer of credits, contributing toward integrated pathways of study across levels.
- Regional Education Centers will be equipped to provide resources to educators, students, parents, adult career changers, and employers to facilitate the implementation of this model.

Of course, completing and integrating all of these components requires the implementation of a step-by-step plan. The key elements and proposed dates for implementation of this plan are as follows:

School Year 2006

- By January 2006, the Commission on Higher Education shall convene its Advisory Committee on Academic Programs to establish articulation agreements between school districts and institutions of higher education to provide seamless pathways for students to move from high school to two-year and four-year colleges.
- Before July 1, 2006, Regional Education Centers will be set up to coordinate and facilitate the delivery of information, resources, and services to students, parents, K-16 educators, employers, and the community.
- By July 2006, the Advisory Committee on Academic Programs shall recommend course work for dual enrollment, equivalent in content and rigor to corresponding college courses, to be accepted in transfer between high schools and colleges.
- During the 2006-07 school year, career awareness activities must be integrated into the curriculum for students in the first through fifth grades.
- Beginning with the 2006-07 school year, eighth grade students in consultation with their parents, guardians, or individuals appointed by the parents or guardians to serve as their designees, will select clusters of study and begin to develop Individual Graduation Plans (IGPs).

School Year 2007

- Before July 1, 2007, school districts shall organize high school curricula around a minimum of three clusters of study. The curricula must teach academic content, knowledge, and skills that students will use in the workplace, further education, and life.

- By July 2007, the State Board of Education will outline criteria for districts to use in the identification of students at risk for being poorly prepared for the next level of study or for dropping out of school. The criteria must include diagnostic assessments to identify strengths and weaknesses in the core academic areas.
- By the 2007-08 school year, each middle and high school shall have a student-to-guidance personnel ratio of 300 to 1.
- By the 2007-08 school year, all high schools will implement programs to ensure that at-risk students receive the opportunity to complete the necessary requirements to graduate and build skills to prepare them to enter postsecondary study or the job market successfully.

School Year 2008

Beginning with the 2008-09 school year, each tenth grade student will declare a major (an area of academic focus) within a cluster of study.

School Year 2009

By the 2009-10 school year, each high school shall implement the principles of the *High Schools That Work* organizational model or have obtained approval from the Department of Education for another cluster or major organizational model.

School Year 2011

By July 1, 2011, the EEDA must be implemented fully.

■ Key Element 1: The Curriculum Framework

One critical component of the overall plan is the framework for organizing or reorganizing curriculum at the secondary and postsecondary levels and for students to relate themselves to it. This framework may be viewed in three parts: clusters of study, schools of study (optional), and majors (areas of academic focus). Under this plan, clusters of study are the basic building blocks for construction of curriculum. They serve to organize student interests and skills, high school course work (in-class instruction), extended (out-of-classroom) learning, and linkage to postsecondary majors and professions. A career cluster is a grouping of occupations related to an industry or profession.

Each cluster has an associated list of suggested courses, made up of an academic core and electives designed to develop skills, that are recommended for optimal preparation for the careers in that cluster. Based on the federal initiative, South Carolina will organize its curriculum around sixteen industry-based groupings, named as follows:

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, A/V Technology, and Communications
- Business, Management, and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections, and Security
- Manufacturing
- Marketing, Sales, and Service
- Science, Technology, Engineering, and Mathematics
- Transportation, Distribution, and Logistics

Schools will be asked to revise and organize existing courses and add new ones in order to offer majors in at least three of these clusters. These offerings will be summarized in documents (one for each major) called curriculum templates.

Majors (Areas of Academic Focus)

Career clusters are made up of two or more majors, also referred to as areas of academic focus. A major consists of at least four required units of study in that area plus complementary electives. In order to complete a major, it is recommended that students take at least one course at the highest level.

As an example, the Health Sciences Cluster may have two majors: Health Diagnostic/Treatment Specialties and Medical Science and Research. As another example, the



Manufacturing cluster might offer six majors: Health, Safety, and Environmental Assurance; Logistics and Inventory Control; Maintenance, Installation, and Repair; Manufacturing Production Process Development; Production; and Quality Assurance. Each of these majors would have some different electives, though the academic core of courses might be quite common.

Schools need to organize their courses into easily understandable documents, called curriculum templates, that list, year by year, the requirements and options for students who wish to major in those academic and career areas.

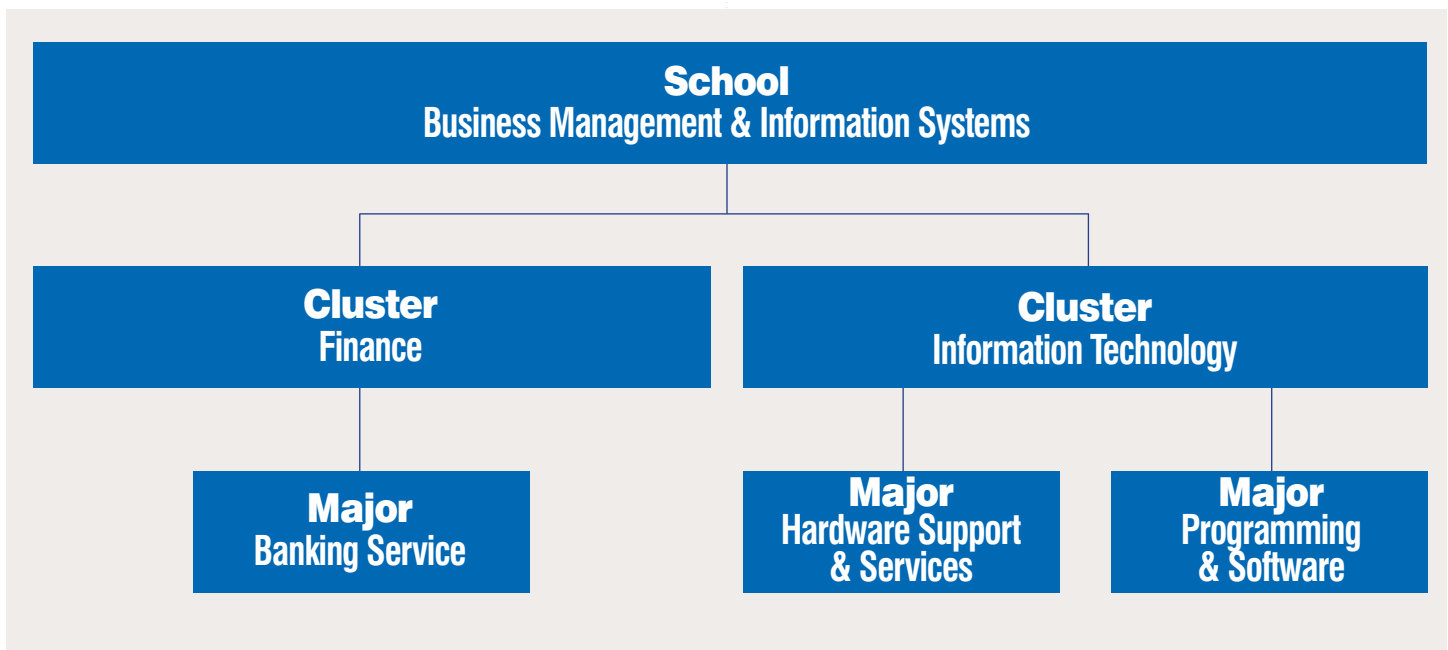
Schools of Study (not required by the EEDA legislation)

Some career clusters are more highly related to each other than others. In order to give students a more comprehensive overview of options as well as a feeling of affiliation with a broad occupational field, some high schools have organized their clusters and majors into schools or academies within their schools. A school or academy in this sense is a collection of clusters (and therefore, majors) into some logical grouping. For example, the clusters titled Health Sciences and Human Services along with all of their related majors might be put under a school called the School of Health Sciences and Human Services. In this way, high schools might divide their student population into four or five schools or academies, having the advantage of forming smaller learning communities.

In summary, then, curriculum is organized around the 16 broad clusters, each of which has two or more majors leading



to a somewhat different listing of recommended courses, and in turn, to a different set of careers. Clusters, in turn, may be grouped under broad headings, called schools or academies, that combine clusters with similar threads of commonality as illustrated below for the School of Business Management and Information Systems.



■ Key Element 2: The Individual Graduation Plan (IGP)

An Individual Graduation Plan is a live document that states a student's intentions related to curricular choices. It is a live document because it can be modified over time as the student's interests and skills develop or change. The Plan is constantly informed by the student's academic record, work and general life experiences, and the results of assessment such as interest inventories and achievement tests. The format is standard statewide so that it can be easily transferred from school to school as needed. This document serves as the student's link to the school's curriculum and to postsecondary majors and occupations. The accumulation of IGP's for all students in a given school or district serves as a guide to administrators for course planning and development.

As indicated previously, the IGP includes, on a year-by-year basis, courses required for graduation, courses required for a specific major, electives chosen related to a specific major, and extended learning opportunities related to the major. The Plan may also include tentative selections related to postsecondary education and occupational choices. Additionally, the document may include barriers to plan achievement perceived by the student, counselor, or parents/guardians and possible ways to minimize or remove those barriers. The document may be completed in print or electronic form with the assistance of a professional school counselor and with the active participation of the student and a parent, guardian, or representative. Ultimately, however, the IGP will become an electronic document stored on the Web so that it can be modified by those who have authority to do so.

In preparation for the development of an IGP, each student and

his or her parent(s), guardian(s), or representative will receive information about clusters, career assessments, majors, and IGP's beginning no later than in the student's sixth grade year. By the eighth grade, students will develop their first IGP's in preparation for the transition to high school. Following that, students will review and update their plans at least once annually with their counselors, parents, guardians, or appointed representative. The appointment of a representative requires the completion of an IGP Representative form.

Besides the support of school counselors, there are Web-based documents that will help students and parents in this planning. These can be found at the following sites:

- For high school graduation requirements:
<http://www.ed.sc.gov>
- For college admission requirements:
http://www.che400.state.sc.us/AcademicAffairs/admissions_study_2001.doc
- For general information:
www.che.sc.gov/New_Web/Students&Parents.htm

School districts need to develop rules for the development and maintenance of the IGP that address how the plan is to be developed, how often it is to be reviewed, who has access to view and/or change it, and to whom it can be distributed.



■ Key Element 3: The South Carolina Academic and Career Management System

Developing an informed IGP assumes and requires the synthesis of several categories of information: about the self, career choices (occupations) and their job outlook, about all available curricular options in high school, about possible paths of education or training after high school, about financial aid, and about specific schools. Though information in and of itself is not sufficient for informed decision-making, the latter is impossible without it. For that reason, a comprehensive Web-based system will be developed to support the information

needs of students, parents, and counselors as they develop IGPs. This portal, tentatively called the South Carolina Academic and Career Management System, will incorporate many existing resources used in the state and will be free of charge to all South Carolina citizens. For students, the IGP will be the centerpiece of the lifelong portfolio included in the system and will be the tangible outcome of the assessment and information provided in the system.

Implementing the Personal Pathways to Success Initiative

The highly desirable outcomes of the initiative that has been described can only be achieved as school districts tackle the implementation process with motivation, patience, and attention to detail. The steps and processes needed to implement the plan,

including communication, marketing, and public relations, are described in this section. The process is divided into its two main components: the development of local curriculum templates and the development of Individual Graduation Plans.

Development of Local Curriculum Templates

Prior to selecting clusters and majors and developing their related curriculum templates, it is necessary to identify all major stakeholders in this process and to involve them. First, top school administrators must be knowledgeable about this initiative and enthusiastic about it as their support is crucial. Others within the school that need to be involved include counselors, department chairs, teachers, students, and parents. Community stakeholders include elected officials, the Chamber of Commerce, representatives of business and industry, and key representatives of technical colleges and four-year colleges/universities.

When approaching the task, it is important to remember that different school districts will make different choices of clusters/majors and make different curriculum templates related to them because of differing needs and contexts. The demand for employees to fill local job openings will be different, and the resources available to develop different curricular pathways will be different across school districts. Further, the respective roles of stakeholders—school staff, employers, higher education, and community organizations—will vary from site to site. These facts make implementation a complex, though highly rewarding, process. The process often involves changing the mindset and methods of district personnel and community members, and it may take several years to reach the end goal of an improved instructional and guidance system. Yet, this end goal can be reached by following these steps:

Step 1: Identify a district-wide planning team that will identify the schools of study (if these are to be implemented) and the career clusters for the district. The team needs to research the 16 possible clusters to see which ones correspond with what already exists in the district and at the same time to determine which clusters reflect the strengths of the local economy as well as the global marketplace. According to the legislation, districts must organize curriculum and extended learning experiences for at least three clusters and their associated majors. In the beginning, districts should choose a manageable number of clusters and majors for implementation.

Be sure that those who are responsible for creating policies and implementing those policies are on the team as well as other significant stakeholders (including members of the community, parents, students, business and industry, and the media). The team needs to meet frequently and agree to share the decisions made with all members of the district including employees, students, and parents.

Step 2: Define and complete the curriculum templates for the selected clusters and majors using the standard template design (see Appendix). During this process, the team should review the current curriculum to determine which clusters and majors can be supported by current course offerings. Consideration must be given to ways in which existing courses



may need to be modified for maximum application to the realities of the work world as well as to identify new courses that must be added. Typically, a district will begin with a school of study and clusters that can be relatively easily supported with existing resources. Over time, the district could then add clusters and majors that satisfy a greater diversity of student interests and employer needs.

Postsecondary education partners should also be included in the development of areas of concentration. The dual enrollment opportunities offered through these partners should be included in the development of the curriculum templates. These dual enrollment opportunities may include both university transfer courses and the capability to offer course work in the selected area of concentration. In some cases, a postsecondary partner may offer course work that is not available in the district curriculum.

Step 3: Determine the timeline for implementation. There is some flexibility for individual differences, but according to the legislation, school districts are mandated to organize high school curriculum around a minimum of three clusters of study by July 1, 2007. In addition, career awareness activities must be integrated into the curriculum for

students in the first through fifth grades during the 2006-07 school year. In that way, students will learn the skills necessary to fully participate in the planning process. At this step, as with all others, information should be communicated to school staff and to the larger community about the district plan for curricular offerings and how students will learn the skills needed for their participation.

Step 4: Review the resultant curriculum templates with all significant stakeholders, including district personnel, counselors, teachers, parents, and representatives of employers, community organizations, business alliances, and higher education institutions. Respond to all feedback and determine what changes need to be made to the curriculum templates.

Step 5: Provide training to all school staff that will deal with maintenance and future development of the curriculum templates and those, especially school counselors and career specialists, who will be involved in the advisement process and/or the career development process. The South Carolina Career Guidance Model offers assistance in how to formulate training related to the advisement process.

Step 6: With higher education institutions and employers, establish paths of seamless transition that allow students to move from high school to postsecondary education or from high school to employment. This step, mandated by legislation, includes review of the flow of curriculum from high school to postsecondary education with the potential to have dual enrollment in both levels and/or to receive college credit for courses taken in high school. For transition to work, it is a process of assuring that the courses taken in high school or college build the personal and job-related skills that employers need. The documents created during this articulation should be used to inform and update articulation manuals for tech-prep initiatives.

Step 7: With consensus of appropriate school staff, write a Program of Study Guide that provides the curriculum templates for the clusters and majors your school district will offer and that explains the Individual Graduation Plan process in an understandable way for students and parents. This document not only needs to contain accurate information about curricular offerings but also needs to be a marketing piece to “sell” the program to parents, students, employers, and the community in general.

These seven steps represent a design that can be used by a district to implement Personal Pathways to Success. Problems typically occur during both the design and implementation phases. The following questions serve as guides through some of these.

- Does the school schedule accommodate the new design, and if not, what needs to be altered?
- How do current teaching assignments fit with the new curriculum framework?
- Does everyone know that the design (schools of study, clusters, and the IGP) are for all students and not just technical education students?
- Are all departments included in the framework?
- Is each member of the program design committee acting as an advocate of the new system?
- Are all questions related to the new system being answered in a positive tone?
- Is there a plan in place for constant communication about changes and innovations with others including all educators in the K-12 system?
- Does everyone feel ownership in the plan; not just the committee members?
- Do postsecondary partners understand their role in the process?

■ The Role of School Counselors & State Guidance Models in *Personal Pathways to Success*

Clearly, students will develop better-informed IGP's and follow them more avidly when the quality of the support provided for this planning and action is comprehensive and of high quality. Though parents, teachers, and many others

provide valuable support, school counselors have the primary responsibility for this task. In general, school counselors assist students in the following ways:



- Provide general information and orientation to the cluster system and the IGP from the middle school years until high school graduation
- Participate in the development of an IGP by or during the 8th grade in collaboration with parents, legal guardians, or designated representative
- Consolidate data available about the student (career assessments, school performance, extended learning opportunities, etc.) and help students and parents understand its implications for academic and career planning
- Review the IGP and update it at least once a year with students and parents, guardians, or representative
- Use the IGP as a basis for academic and career guidance and for transition planning



The South Carolina Comprehensive Developmental Guidance and Counseling Program Model and the standards based Career Guidance Model are essential components of the Personal Pathways to Success initiatives. These models describe skills and attitudes needed for success in school. They are also the cornerstones of individual growth and development for an individual student's full participation in this curriculum framework and the IGP. The Career Guidance Model emphasizes a comprehensive, sequential career planning program that is based on a clear understanding of each student's needs, interests, skills, and abilities. Following this sequence means that work completed in each grade enhances the prior learning and expands on career awareness. The Model was developed to make the task of choosing a satisfying career path less challenging. At the elementary level, the two models emphasize the link between school and work, career awareness, and the beginning of exploration of future educational and occupational possibilities. The models also stress self-concept development and the acquisition of skills in developing interpersonal relationships.

The models' middle school guidance and counseling program focuses on the rapidly changing needs of adolescents and the balance of demands for academic, career, and social competencies. Focus on career decision making, skills development, and awareness and exploration of educational and career options continues and builds on the work completed

at the elementary level. With this new framework and the accompanying IGP, there is a change in the model at the eighth grade level. Under the new model, counselors will work with students to develop IGPs that take into account students' interests as the basis for formation of academic and career plans.

In high school the models continue to build on the goals of elementary and middle school by assisting students to become responsible adults who can develop realistic and fulfilling life plans based on clear understanding of themselves and their needs, interests, and skills. Again, with the new legislation, new goals are identified. The IGP is continually reviewed and updated in accordance with a cluster of choice and post-graduation educational and career goals. In addition, continued attention is given to assisting students to develop competence in decision making, career planning, working with others, and taking responsibility for their own behavior. All of these content components fit well with the expectations of the new legislation.

As in the past, students will continue to be encouraged to take advantage of opportunities such as education and career assessment instruments, career information systems, career and educational libraries, and the World Wide Web. Instruments and systems such as SCOIS, EXPLORE, DISCOVER, PLAN, PSAT, ASVAB, and the Kuder Career Planning System will provide valuable self- and career information as students develop and revise their IGPs. More information on these instruments can be found at the South Carolina Career Guidance Model site, www.carolinacareers.org/cgm.

Pathways Guide

It is important to note that Personal Pathways to Success looks at the student as a whole. It is accepted and understood that choices are tentative and can change. The interventions provided to students are developmental in nature, as illustrated by the suggested sequence below.

Grades 1-5

- Every student learns why school and work are important.
- Every student learns about differences between jobs, the process of being a good worker, and the career clusters in his or her community.

6th grade

- Every student completes a career interest inventory.
- Every student participates in career awareness and exploration activities.



7th grade

- Every student continues career assessment and exploration activities.
- Every student has the opportunity to participate in career shadowing and mentoring.

8th grade

- Every student chooses a school of study (optional) and cluster (required) that he or she would like explore.
- Every student begins developing an IGP to include academic as well as career-related courses during a conference with a counselor and family member(s).
- Every student has the opportunity to participate in career shadowing.

9th grade

- Every student chooses a cluster of study to explore.
- Every student may declare a major, focusing his or her elective choices in a particular area.
- Every student has the opportunity to participate in career shadowing.
- Every student reviews and updates the IGP developed in 8th grade.
- Every student begins to explore postsecondary opportunities.

10th grade

- Every student declares a major if he or she has not done so in the 9th grade.
- Every student has the opportunity to participate in extended learning opportunities.
- Every student reviews and updates his or her IGP based on continual assessment and career development activities.
- Every student begins to develop postsecondary goals.



11th grade

- Every student reviews and updates his or her IGP with particular attention to postsecondary goals.
- Every student has the opportunity to participate in extended learning opportunities.

12th grade

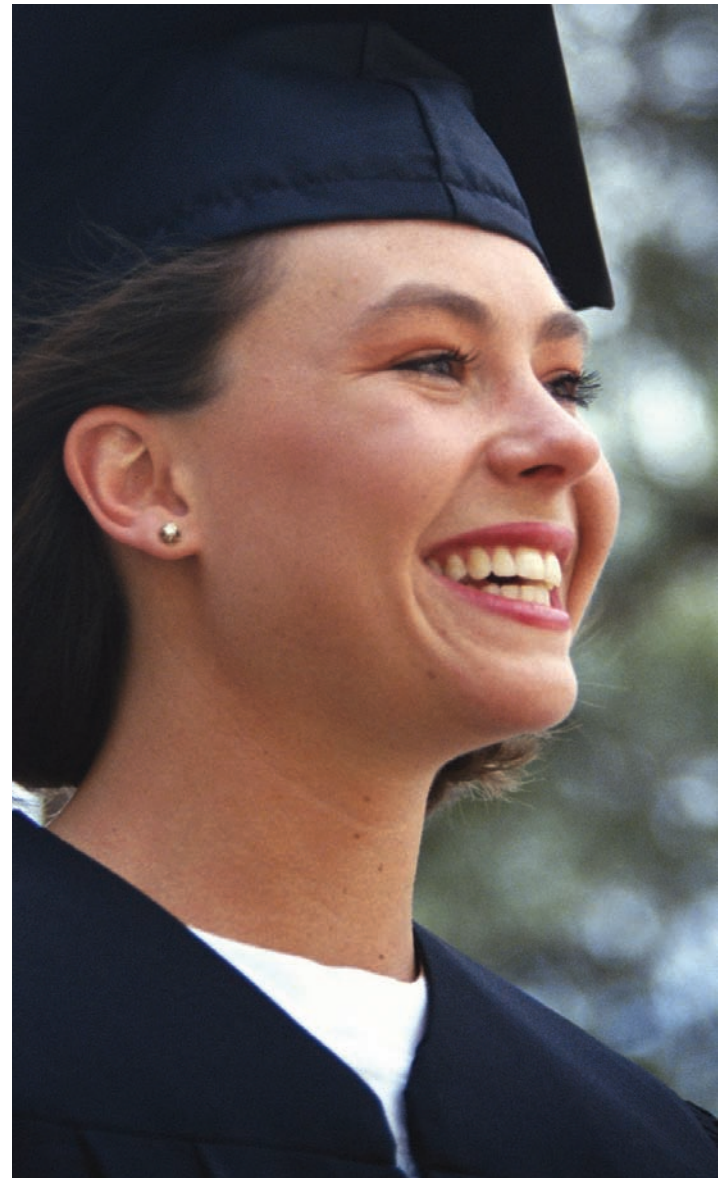
- Every student completes requirements for a major.
- Every student has the opportunity to participate in extended learning opportunities.
- Every student receives recognition for completion of a major at graduation.

Note that students are never locked into specific clusters or majors. They can change as students' interests change. Although it is recommended, a major is not required for graduation.



Summary

In summary, the EEDA mandates changes in the educational system of South Carolina designed to make school more relevant for its youth and to prepare them better for postsecondary education and work. The legislation mandates the organization of secondary and postsecondary curriculum around 16 clusters of careers, which may be grouped into Schools of Study. It further makes provision for professional support of students in their development of Individual Graduation Plans related to their interests so that they can make a smooth and successful transition from high school to postsecondary education and then to the 21st century workforce.



Appointment of Authorized Representative Consent to Release of Records

I, _____, parent or legal guardian of _____ (Student), appoint the following individual to be my authorized representative to meet with the student and/or school officials to discuss and establish a sequential career developmental plan in the middle grades and an individual graduation plan in high school as provided for under the South Carolina Education and Economic Development Act:

Name: _____

Address: _____

Phone: _____

Email: _____

I consent to the release of Student's education records to Authorized Representative in conjunction with the discussion and establishment of Student's plans.

This appointment is effective beginning the date signed and will remain in effect until and unless I revoke the appointment by giving the school notice in writing that the appointment shall be terminated.

This appointment does not affect my rights as a parent/guardian. I may still take part in the discussion and establishment of Student's plans and any and all other educational matters involving Student.

I fully understand this document and voluntarily agree to the appointment as stated above.

Parent/Guardian

Date



Individual Graduation Plan (IGP) Worksheet

Name: _____ SUNS Number: _____ Current Grade: _____

Academy/School of Study (Optional):

Clusters: _____ Majors: _____

Declare Only ☐ Intend to Complete ☐

Declare Only ☐ Intend to Complete ☐

Career Goal: _____

Postsecondary Plans: ☐ Workforce/Apprenticeship ☐ Two-Year College/Technical Training ☐ Four-Year College ☐ Military

	9	10	11	12
English* Four Units				
Math* Four Units				
Science* Three Units				
Social Studies* Three Units				
Requirements/Electives				
Requirements/Electives				
Requirements/Electives				
Requirements/Electives				

Required Courses for Major (Four Credits Required)	Complementary Course Work	Extended Learning Opportunity Options Related to Major
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	

The Individual Graduation Plan should meet high school graduation requirements as well as college entrance requirements.

Student Signature _____ Date _____ Parent/Guardian/Representative Signature _____ Date _____

Counselor Signature _____ Date _____

Interests from Career Exploration and Planning:

Occupations: _____

Entrepreneurship Interests: _____

Postsecondary Majors: _____

Postsecondary Schools: _____

South Carolina Colleges and Universities: http://www.che.sc.gov/InfoCntr/Coll_Univ.htm

South Carolina College and Career Planning System: <http://www.sc.kuder.com/>

SCOIS: <http://www.scois.net>

Planning Notes _____

(NOTE: Local District Customizations May Be Added Here)

Definitions

Academic Core

A rigorous core curriculum mandated for all high school students regardless of their professional ambitions. The state of South Carolina requires 17 core academic courses plus seven electives.

Major (Area of Academic Focus Within Each Cluster of Study)

Majors, or areas of academic focus, are the smaller curriculum units within a cluster. The EEDA requires that each student declare a major consisting of four credits related to his or her professional plans. Students are free to change their majors in consultation with their counselors and parents, guardians, or other designated representative. It is also recommended that a student take at least one of those courses at the highest level offered. It is not necessary to complete a major for graduation.

Articulation Agreements

These are formal agreements between or among educational organizations (high schools, technical colleges, and four-year colleges, and/or universities) that align courses and areas of academic focus from one educational institution to another in a way that allows a systematic, seamless transition without loss of course credit or time.

At-Risk Students

The EEDA requires school districts to identify and find programmatic solutions for students at risk of dropping out. The curriculum framework in the legislation, Personal Pathways to Success, is designed to motivate students to stay in high school by demonstrating the connections between education and success in future careers. The State Board of Education will define criteria for identifying students and evidence-based model programs for keeping at-risk students in school.

Career Guidance Model

This model provides school districts and their guidance teams with resources and lesson plans to engage students in the lifelong learning process of career development. Emphasis is on career awareness in elementary school, career exploration in middle school, and career preparation, with an eye to the future, in high school.

Clusters of Study

Clusters are a means of organizing instruction and student experiences around broad categories that encompass virtually all occupations from entry levels through professional levels. Clusters of Study provide a way to organize and tailor course work and learning experiences around areas of interest. They are designed to provide a seamless transition from high school to postsecondary education and/or the workforce.

Curriculum Framework

The curriculum framework has three required parts. The broadest division in the framework is Schools of Study (optional), which is made up of Clusters of Study, majors, and IGPs. The clusters are made up of majors, and an Individual Graduation Plan (IGP) is the document that students use to illustrate how they will interface with the curriculum framework.

Education and Economic Development Act (EEDA) of 2005

The EEDA is legislation signed into law in May of 2005 that mandates an overhaul of education in South Carolina. It was written in a way that demonstrates to students the connections between what they accomplish in school and their professional success in the future.

Individual Graduation Plan (IGP)

An IGP is a plan that contains the state's high school graduation requirements and/or college entrance requirements. In addition, course recommendations for successful completion of a major that aligns to postsecondary plans are included. The IGP is first developed in 8th grade and reviewed and updated as needed until graduation.

Extended Learning Opportunities

This term refers to learning experiences that occur outside the classroom in occupational settings. Examples include job shadowing, internship, apprenticeship, service learning, co-op education, senior project, etc.

Personal Pathways to Success

This is the name given to the initiative designed to overhaul education in South Carolina as mandated by the EEDA.

Regional Education Centers

In the EEDA it is mandated that there be centers across South Carolina to support the Personal Pathways to Success initiative. The centers will serve as focal points for each region's training and educational resources. Centers will provide professional planning services to students and adults, as well as resources and professional development to educators. Resources will include occupational information, labor market information resources, and training for students, educators, and adults in the community.

Schools of Study (Optional)

A School of Study is a way to organize the curriculum into broad program areas that are related to academic areas of study and various professions. Examples include the Schools of Arts and Humanities, Business and Information Systems, and Health and Human Services. Within each School, clusters further divide the curriculum.

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To Success